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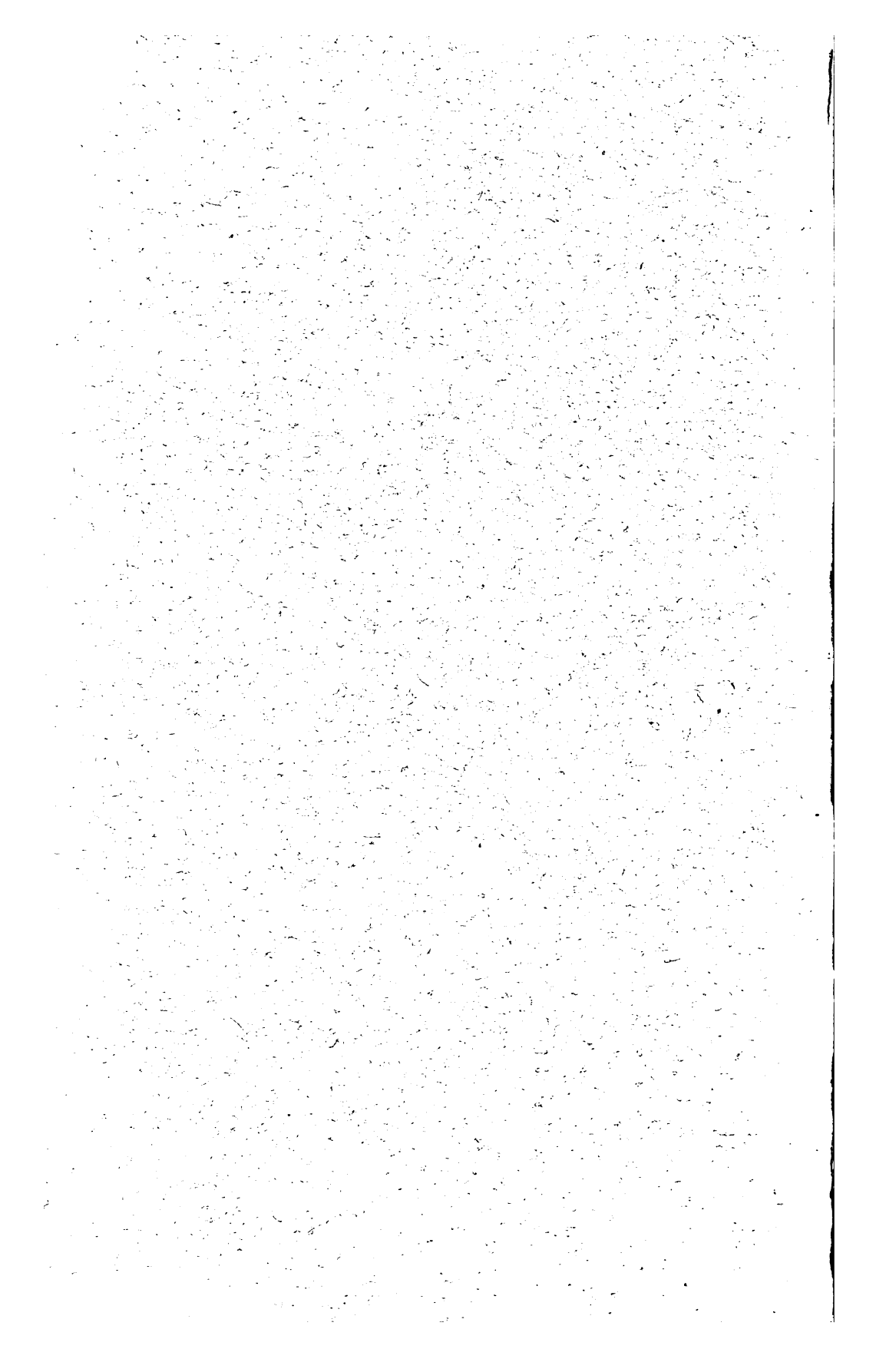
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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., May 24, 1883.

SIR: The manuscript accompanying this letter is an analysis of recent facts and opinions respecting coeducation of the sexes in three hundred and forty towns and cities of the United States. The material employed has been contributed by the school officers and superintendents charged with the management of public instruction in those places; and the variety of the opinions expressed is a faithful reflection of the differing conditions and circumstances. I believe that the newness of the testimony, its great variety of origin, the careful presentment of its characteristics, and the systematic formulation of its results render this paper of peculiar interest to the teaching profession and the public, and therefore recommend its publication as a circular of information.

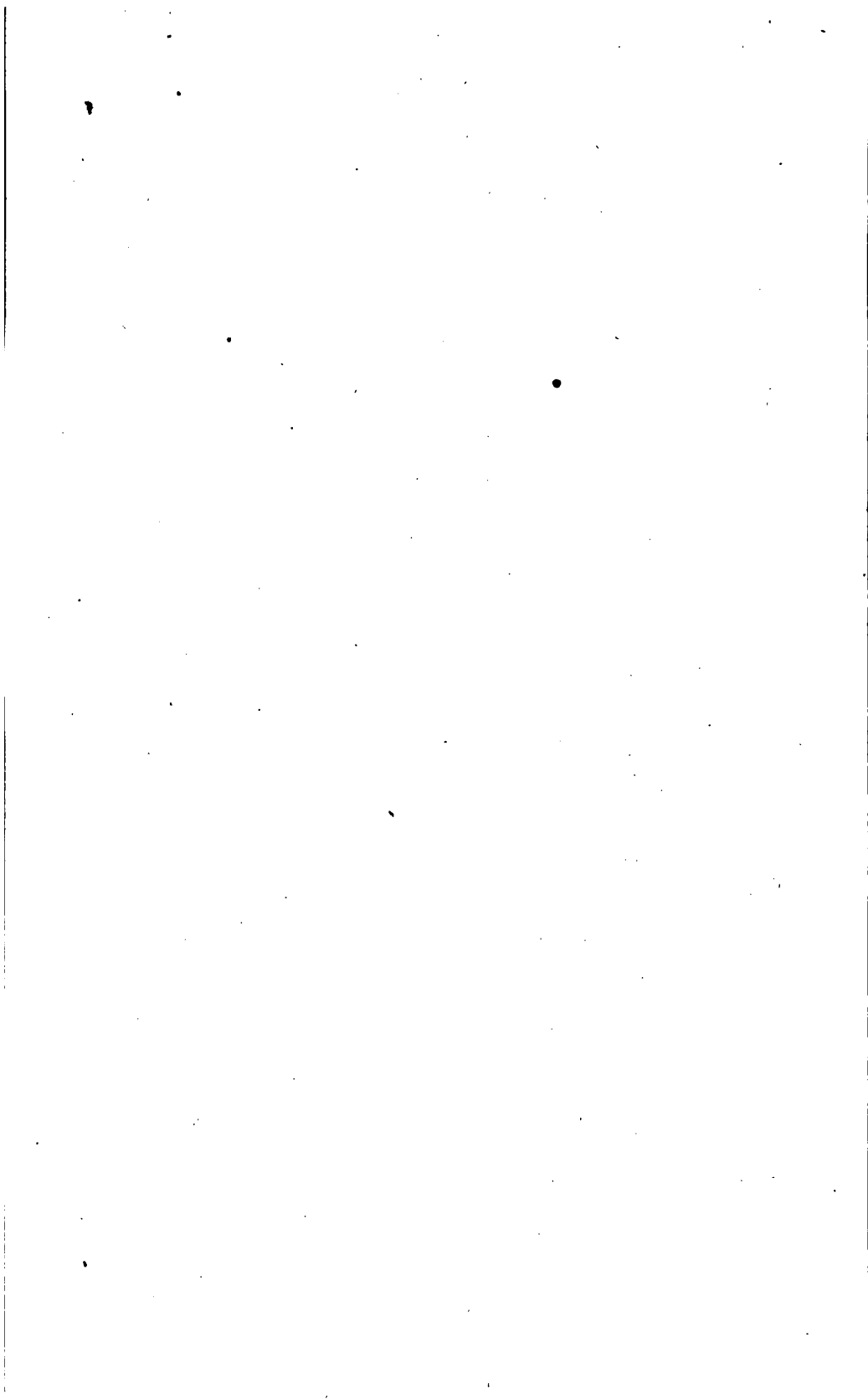
Very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

The Hon. SECRETARY OF THE INTERIOR.

Publication approved.

M. L. JOSLYN,
Acting Secretary.
51-52



COEDUCATION OF THE SEXES IN THE PUBLIC SCHOOLS.

Some esteemed correspondents of the United States Bureau of Education in other countries have made inquiries almost at the same time respecting coeducation of the sexes in American schools. One of these inquiries was specially as to the extent to which coeducation is adopted and practised in public school systems and another referred particularly to the prevalence of coeducation in schools for secondary and superior instruction, public and corporate. In order that these and other inquiries might be answered as clearly and concisely as possible, it was thought best to issue a circular of inquiry to the school officers of such cities and towns as were known or supposed to have graded public schools. This inquiry comprehended substantially (1) the name of the city; (2) its school age; (3) enrolment of different scholars in October, 1882, male, female, and total; (4) the number of said scholars in schools for both sexes, male, female, and total; (5) the number of years in which coeducation is practised; (6) the reasons for adopting or preferring the practice in vogue; (7) how long the present practice has been in vogue; and (8) what change, if any, is proposed and the reasons for it.

It is obvious that the object of this inquiry was to obtain fresh and numerous opinions as much as it was to collect statistics. The progress of time, growth in density of population, the displacement of older by younger superintendents and school officers, and change in other circumstances might have produced in a few years much more extensive changes of thought and opinion than might appear in published reports, and more general change of practice than had been noticed or described by any one. To the many gentlemen who kindly replied to these questions, the Office is indebted for its ability to present the material of this paper.

To the foreign friends and students of American education, a word of caution before reading this article is proffered. No careful person will advise any people to adopt laws and to develop its life and customs in a special direction, although another people has benefited by those laws and customs: the moral conditions and tendencies of the communities must be similar in most respects in order to make the result of such a change really beneficial. Therefore much caution should be exercised by communities existing under different conditions in adopting the American custom of educating the sexes together, because co-

education is only a part of our developed life and body of customs, and if separated from the rest of our laws and customs might produce quite different and even injurious results.

A suggestion may not be out of place also to the many foreign critics of our schools and methods, who, accustomed to the laws and customs of other countries, are good enough to prophesy evil and only evil of ours. It might be better for their accuracy if they understood the subject of their criticism before talking about it. They are particularly fond of criticising coeducation, of which at home they can know little or nothing.

The recital of the many customs, habits, and circumstances environing coeducation of the sexes in this country would be tedious; only a few of the most important will receive a simple mention here. These are the freedom from State control of the ethical and religious relations of persons to each other, the preponderance of the male sex in the greater number of our communities, the survival or revival of the old Teutonic reverence for women, and the universal familiarity of the practice of coeducation for many generations.

The "common school" in the United States is and has been a "mixed" school, which boys and girls attend together, and it is the only school that three-fourths of the people ever enter. In rural communities the weeks between the latest harvest and the earliest ploughing time are occupied by the common school, supported partly by a local tax and partly by a share of the State tax or appropriation. The pupils are brothers, sisters, cousins, and neighbors to each other; the kindly influences of the family continue beneficially during school hours; the stronger and older pupils protect and advise those who are younger and weaker; the State does not require that the children shall be taught any special form of religious belief or that they shall wear any uniform or other sign of dependence or obligation. As neither the law nor the structure of society recognizes any gradation of rank or station among the people by the bestowal of hereditary honors, rewards, or titles, all the children of the vicinity attend the same school, and the child of the tailor, blacksmith, or carpenter is free to surpass in study and recitation the child of the richest farmer, the ablest lawyer, or the wisest physician in the neighborhood. Under this simple and wholesome regimen the boys are observed to become somewhat less rude and boisterous than when taught separately, while the girls display more courage and candor than is usual in other circumstances. The young people attend school from the age of five or six till they are sixteen or older, when the active duties of life generally begin. Thus, simply and naturally, the rural children of this country grow up into men and women who understand one another better and respect one another more than the people of other lands appear to do. The sexual and social morality of the rural districts and small towns of the United States is very high.

Of these interesting and most numerous communities the statistics

presented in this article say nothing. Their schools are everywhere schools for both sexes. In this respect the graded schools of the villages, towns, and smaller cities are like those of the rural districts.

The following statistics are presented from 144 such towns and smaller cities having less than 7,500 inhabitants according to the census of 1880:

Towns practising coeducation of the sexes, 1882.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Birmingham	Alabama	3, 086	7-21	201	175	376
Central City	Colorado	2, 626	6-21	226	201	427
Golden	do	2, 730	6-21	233	279	512
Altamont	Illinois	3, 065	6-21	51	69	120
Amboy	do	2, 448	6-21	251	336	587
Belvidere	do	2, 951	6-21	176	180	356
Edwardsville	do	2, 887	6-21	324	293	617
Geneseo	do	3, 518	6-21	302	416	718
Kinmundy	do	1, 096	6-21	100	120	220
Mattoon	do	5, 737	6-21	213	260	473
Morrison	do	1, 981	6-21	236	239	475
Paris	do	4, 373	6-21	460	476	936
Peru	do	4, 632	6-21	409	445	854
Princeton	do	3, 439	6-21	379	470	849
Rochelle	do	1, 893	6-21	212	231	443
Sandwich	do	2, 362	6-21	228	268	496
Sparta	do	1, 754	6-21	268	325	593
Urbana	do	2, 942	6-21	306	350	656
Attica	Indiana	2, 150	6-21	240	260	500
Cannelton	do	1, 834	6-21	180	181	361
Crawfordsville	do	5, 251	6-21	517	512	1, 029
Franklin	do	3, 116	6-21	300	320	620
Greencastle	do	3, 644	6-21	378	411	784
Mishawaka	do	2, 640	6-21	220	280	500
Orleans	do	812	6-21	120	113	233
Princeton	do	2, 566	6-21	360	403	763
Rising Sun	do	1, 806	6-21	210	189	399
Rushville	do	2, 515	6-21	247	268	515
Seymour	do	4, 250	6-21	407	443	850
Spencer	do	1, 655	6-21	183	214	397
Union City	do	3, 705	6-21	348	395	743
Washington	do	4, 323	6-21	360	398	758
Bloomfield	Iowa	1, 531	5-21	297	230	527
Durant	do	475	5-21	59	62	121
Fort Madison	do	4, 679	5-21	186	280	466
Independence	do	3, 128	5-18	278	306	584
Knoxville	do	2, 577	5-21	341	358	699
Lemars	do	1, 895	5-21	203	251	454
McGregor	do	1, 602	5-21	140	199	339
Marengo	do	1, 738	5-21	213	267	480
Marion	do	1, 939	5-21	276	263	539
Marshalltown	do	6, 240	5-21	689	745	1, 434
Mason City	do	2, 510	5-21	300	400	700
Newton	do	2, 607	5-21	256	326	582

Towns practising coeducation of the sexes, 1882—Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Oskaloosa.....	Iowa	4,598	5-21	528	668	1,194
Shenandoah.....	do	1,387	5-21	201	208	409
Ablene.....	Kansas	2,360	5-21	254	292	546
Beloit.....	do	1,835	6-21	184	206	390
Holton.....	do	1,500	5-21	209	218	427
Humboldt.....	do	1,542	5-21	159	195	354
Independence.....	do	2,915	6-21	387	403	790
Olathe.....	do	2,285	6-21	212	228	440
Ottawa.....	do	4,032	5-21	453	507	960
Salina.....	do	3,111	5-21	332	369	701
Sedan.....	do	665	5-21	140	173	313
Wichita.....	do	4,911	5-21	399	440	839
Algonac.....	Michigan.....	712	5-20	207	134	341
Allegan.....	do	2,305	5-20	235	263	498
Brighton.....	do	808	5-20	102	107	209
Douglas.....	do	522	5-20	73	95	168
East Tawas.....	do	1,086	5-20	106	133	239
Eaton Rapids.....	do	1,785	5-20	165	256	421
Flushing.....	do	690	5-20	131	120	251
Goodrich.....	do	235	5-20	56	53	109
Grand Haven.....	do	4,862	5-20	546	534	1,080
Hanover.....	do	300	5-20	97	100	197
Houghton.....	do	1,700	5-20	359	322	681
Lapeer.....	do	2,911	5-20	291	316	607
Ludington.....	do	4,190	5-20	416	410	826
Mason.....	do	1,609	5-20	168	209	377
Middleville.....	do	712	5-20	104	109	213
Negaunee.....	do	3,931	5-20	219	213	432
Paw Paw.....	do	1,482	5-20	200	112	312
Pontiac.....	do	4,509	5-20	390	493	883
Traverse City.....	do	1,897	5-20	199	261	460
Wayne.....	do	919	5-20	139	152	291
West Bay City.....	do	6,397	5-20	630	643	1,273
Wyandotte.....	do	3,631	5-20	381	326	707
Ypsilanti.....	do	4,984	5-20	445	456	901
Appleton.....	Minnesota.....	400	5-21	35	56	91
Blue Earth City.....	do	1,066	6-21	125	142	267
Cannon Falls.....	do	942	5-21	83	116	199
Duluth.....	do	2,645	5-21	422	456	878
Lake City.....	do	2,596	5-21	247	246	493
Montevideo.....	do	862	5-21	101	149	250
Northfield.....	do	2,296	5-21	212	286	498
Rochester.....	do	5,103	5-21	346	424	770
Waseca.....	do	1,708	5-21	200	225	425
Boonville.....	Missouri.....	3,854	6-21	250	309	559
Glasgow.....	do	1,841	6-21	230	225	455
Louisiana.....	do	4,325	6-20	260	363	623
Marshall.....	do	2,701	6-21	360	370	730
Springfield.....	do	6,522	6-20	730	846	1,576
Beatrice.....	Nebraska.....	2,447	5-21	246	272	518
Fremont.....	do	3,013	5-21	441	479	920

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Towns practising coeducation of the sexes, 1882—Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Nebraska City	Nebraska	4,183	5-21	310	420	730
Kingston	New Hampshire ..	1,080	5-14	70	100	170
Morristown	New Jersey	5,418	5-18	338	382	720
Phillipsburg	do	7,181	5-18	766	706	1,472
Rahway	do	6,455	5-15	.....	.....	1,226
Salem	do	5,056	5-18	300	399	699
Carthage	New York	1,912	5-21	200	235	435
Green Island	do	4,180	5-21	341	365	706
Little Falls	do	6,910	5-21	400	450	850
Norwich	do	5,756	5-21	386	419	805
Sing Sing	do	6,578	5-21	425	470	895
Whitehall	do	4,270	5-21	278	410	688
Greensboro'	North Carolina ..	2,105	6-21	120	125	245
Ashtabula	Ohio	4,445	6-21	356	323	679
Circleville	do	6,046	6-21	502	627	1,129
Defiance	do	5,907	6-18	516	524	1,040
Gallipolis	do	4,400	6-21	543	391	934
Lancaster	do	6,803	6-21	543	525	1,068
Marietta	do	5,444	6-21	508	649	1,157
Mount Vernon	do	5,249	6-21	416	434	850
Piqua	do	6,031	6-21	491	551	1,042
Washington C. H.	do	3,798	6-21	346	369	715
Wooster	do	5,840	6-21	541	563	1,104
Xenia	do	7,026	6-21	548	533	1,081
North East	Pennsylvania	1,396	6-21	127	150	277
Oil City	do	7,315	6-21	800	700	1,500
Towanda	do	3,814	6-21	256	267	523
Watsontown	do	1,481	6-21	195	203	398
Barrington	Rhode Island	1,359	5-	77	68	145
Exeter	do	1,310	5-15	93	95	188
Johnston	do	5,765	5-15	480	419	899
North Providence	do	1,467	5-16	113	105	218
Smithfield	do	*1,800	5-15	164	173	337
Westerly	do	6,104	4-	301	308	609
Huntington	Tennessee	646	6-21	125	175	300
Union City	do	1,879	6-21	198	210	408
Brenham	Texas	4,101	6-16	287	327	614
Bryan	do	*1,500	8-14	93	120	213
Corsicana	do	3,373	7-16	270	280	550
Mineola	do	1,175	6-18	100	110	210
Navasota	do	1,611	5-20	210	238	448
Palestine	do	2,997	8-14	126	118	244
Staunton	Virginia	6,664	5-21	472	421	893
Parkersburg	West Virginia ..	6,582	6-21	706	801	1,507
Alma	Wisconsin	731	4-20	132	128	260
Black River Falls	do	1,427	4-20	120	145	265
Hudson	do	665	4-20	212	280	492
Menomonee	do	2,258	4-20	354	414	768
New Holstein	do	2,059	4-20	152	124	276

*Estimated.

In most of the larger towns and cities coeducation of the sexes is the rule, separation the exception. Recent replies have been received from 196 such places, 177 of which coeducate and 19 separate the sexes for at least a part of the school course. The statistics respecting the coeducating cities and towns are now presented:

Cities practising coeducation of the sexes, 1882.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Little Rock	Arkansas	13, 185	6-21	957	1, 312	2, 269
Los Angeles	California	11, 180	6-21	1, 013	1, 023	2, 036
Oakland	do	34, 556	6-21	3, 050	3, 117	6, 167
Sacramento	do	21, 420	6-21	1, 728	1, 893	3, 616
San Francisco	do	233, 953	6-17	15, 615	13, 936	29, 551
Stockton	do	10, 287	6-17	880	973	1, 853
Denver	Colorado	35, 629	6-21	1, 960	2, 128	4, 088
Bridgeport	Connecticut	29, 148	5-16	2, 349	2, 266	4, 615
Danbury	do	11, 669	5-21	600	608	1, 208
Greenwich	do	7, 892	4-16	725	712	1, 437
Meriden	do	18, 340	5-16	1, 450	1, 530	2, 980
New Britain	do	13, 978	4-16	747	812	1, 559
Norwich	do	21, 141	4-16	*1, 066	*1, 018	*2, 084
Waterbury	do	20, 269	4-16	.....	.....	4, 200
Key West	Florida	9, 890	6-21	455	506	963
Columbus	Georgia	10, 123	7-16	363	443	806
Alton	Illinois	8, 975	6-21	525	666	1, 191
Aurora	do	11, 873	6-21	1, 073	1, 116	2, 189
Chicago	do	503, 305	6-21	30, 318	31, 279	61, 597
Danville	do	7, 735	6-21	892	911	1, 803
Decatur	do	9, 548	6-21	949	913	1, 862
Elgin	do	8, 789	6-21	739	696	1, 435
Freeport	do	8, 516	5-21	675	618	1, 293
Galesburg	do	11, 446	6-21	819	881	1, 700
Joliet	do	11, 659	6-21	1, 129	1, 154	2, 283
Ottawa	do	7, 834	6-21	746	737	1, 483
Quincy	do	27, 275	6-21	1, 338	1, 509	2, 847
Rockford	do	13, 136	6-21	1, 009	1, 157	2, 166
Rock Island	do	11, 661	6-21	901	941	1, 842
Springfield	do	19, 746	6-21	1, 269	1, 279	2, 548
Fort Wayne	Indiana	26, 880	6-21	1, 337	1, 540	2, 877
Indianapolis	do	75, 074	6-21	5, 695	6, 389	12, 084
La Fayette	do	14, 860	6-21	1, 301	1, 340	2, 641
Logansport	do	11, 198	6-21	790	892	1, 682
New Albany	do	16, 423	6-21	1, 315	1, 331	2, 646
Richmond	do	12, 743	6-21	958	1, 058	2, 016
South Bend	do	13, 279	6-21	913	949	1, 862
Terre Haute	do	26, 040	6-21	1, 900	2, 000	3, 900
Vincennes	do	7, 680	6-21	395	388	783
Burlington	Iowa	19, 450	5-21	1, 460	1, 650	3, 110
Clinton	do	9, 052	5-21	701	800	1, 501
Council Bluffs	do	18, 059	5-21	930	1, 019	1, 949

* Estimated.

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Cities practising coeducation of the sexes, 1882—Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Davenport	Iowa	21,834	5-21	1,972	2,160	4,132
Des Moines	do	22,408	5-21	1,186	1,298	2,484
Dubuque	do	22,254	5-21	1,598	1,494	3,092
Keokuk	do	12,117	5-21	970	1,146	2,116
Ottumwa	do	9,004	5-21	694	807	1,501
Atchison	Kansas	15,105	5-21	1,030	1,281	2,311
Lawrence	do	8,511	5-21	789	874	1,663
Leavenworth	do	16,550	5-21	1,572	1,677	3,249
Topeka	do	15,451	7-21	1,471	1,673	3,144
Lexington	Kentucky	16,656	6-20	966	909	1,875
Newport	do	20,438	6-20	1,125	1,212	2,337
Auburn	Maine	9,556	4-21	.....	.....	1,600
Lewiston	do	19,083	4-21	.....	.....	2,256
Portland	do	33,810	5-21	2,900	2,336	5,236
Rockland	do	7,599	4-21	.....	.....	1,450
Brookline	Massachusetts	8,053	5-16	659	687	1,346
Cambridge	do	52,740	5-15	4,228	4,389	8,617
Chelsea	do	21,782	5-15	.....	.....	3,653
Chicopee	do	11,325	5-15	528	566	1,094
Fitchburg	do	12,405	5-15	.....	.....	2,200
Gloucester	do	19,329	5-15	2,007	2,032	4,039
Lowell	do	59,485	5-15	4,250	3,750	8,000
Lynn	do	38,284	5-15	2,876	2,815	5,691
Malden	do	12,017	5-15	878	902	1,780
Marlborough	do	10,126	5-15	1,032	980	2,012
Milford	do	9,310	5-21	814	655	1,469
Newton	do	16,995	5-15	1,657	1,783	3,440
Pittsfield	do	13,867	5-15	1,261	1,201	2,462
Somerville	do	24,985	5-15	2,457	1,930	4,387
Springfield	do	33,340	5-15	2,851	2,369	5,220
Taunton	do	21,213	5-15	2,158	1,932	4,085
Weymouth	do	10,571	5-15	940	935	1,875
Woburn	do	10,938	5-18	1,100	1,200	2,300
Worcester	do	58,295	5-18	5,200	4,400	9,600
Adrian	Michigan	7,849	5-20	621	675	1,296
Ann Arbor	do	8,061	5-20	904	749	1,653
Bay City	do	20,693	5-20	1,240	1,343	2,583
Detroit	do	116,342	5-20	6,443	6,917	13,360
East Saginaw	do	19,016	5-20	1,403	1,521	2,924
Flint	do	8,410	5-20	688	767	1,455
Grand Rapids	do	32,015	5-20	2,492	2,579	5,071
Kalamazoo	do	*11,500	5-20	952	1,077	2,029
Muskegon	do	11,262	5-20	910	1,018	1,928
Saginaw	do	10,525	5-20	937	925	1,862
Minneapolis	Minnesota	46,887	6-21	3,352	3,440	6,792
St. Paul	do	41,498	6-21	2,878	2,616	5,494
Stillwater	do	9,054	6-21	625	605	1,230
Winona	do	10,208	5-21	662	678	1,340
St. Joseph	Missouri	32,461	6-20	1,884	2,037	3,921
St. Louis	do	350,522	6-20	22,966	24,765	47,731
Sedalia	do	9,561	6-20	985	1,154	2,139

* Estimated.

Cities practising coeducation of the sexes, 1882 — Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Lincoln	Nebraska	13, 003	5-21	869	862	1, 731
Omaha	do	30, 518	5-21	2, 017	2, 069	4, 086
Virginia City	Nevada	10, 917	6-18	684	629	1, 313
Manchester	New Hampshire ..	32, 630	5-21	1, 527	1, 495	3, 022
Nashua	do	13, 397	5-15	1, 233	1, 198	2, 431
Portsmouth	do	9, 690	5-15	762	676	1, 438
Elizabeth	New Jersey	28, 229	5-18	1, 317	1, 447	2, 764
Jersey City	do	120, 722	5-18	7, 890	7, 859	15, 249
Newark	do	136, 508	5-18	7, 351	8, 167	15, 518
Paterson	do	51, 081	5-18			5, 920
Albany	New York	90, 903	5-21	5, 613	5, 768	11, 381
Auburn	do	21, 924	6-21	1, 366	1, 419	2, 785
Binghamton	do	17, 815	5-21	1, 352	1, 440	2, 792
Buffalo	do	155, 137	5-21	7, 850	9, 140	16, 990
Elmira	do	20, 541	5-21	1, 617	1, 599	3, 216
Hornellsville	do	8, 195	5-21	600	674	1, 274
Hudson	do	8, 070	5-21	579	511	1, 090
Ithaca	do	9, 105	5-21	774	1, 025	1, 799
Jamestown	do	9, 357	5-21	880	990	1, 840
Kingston	do	8, 780	5-21	626	659	1, 285
Lockport	do	13, 522	5-21	1, 354	1, 311	2, 665
Long Island City	do	17, 129	4-21	1, 344	1, 383	2, 727
Newburgh	do	18, 049	5-21	1, 347	1, 250	2, 597
Port Jervis	do	8, 678	5-21	811	906	1, 717
Rochester	do	89, 363	5-21	5, 230	5, 041	10, 271
Rome	do	12, 194	5-21	895	941	1, 836
Poughkeepsie	do	20, 207	5-21	909	973	1, 882
Saratoga Springs	do	10, 820	5-21	700	878	1, 578
Schenectady	do	13, 655	6-21	875	950	1, 825
Syracuse	do	51, 791	5-21	3, 797	4, 158	7, 955
Troy	do	56, 748	5-21	3, 420	3, 917	7, 337
Utica	do	33, 913	5-21	2, 798	2, 780	5, 578
Watertown	do	10, 697	5-21	917	972	1, 889
Wilmington	North Carolina ..	17, 350	6-21	468	461	929
Akron	Ohio	16, 512	6-21	1, 489	1, 579	3, 068
Chillicothe	do	10, 938	6-21	882	870	1, 752
Cincinnati	do	255, 130	6-21	15, 659	15, 191	30, 850
Columbus	do	51, 685	6-21	3, 811	4, 143	7, 954
Dayton	do	38, 677	6-21	2, 772	2, 891	5, 663
Fremont	do	8, 451	6-21	421	478	899
Hamilton	do	12, 122	6-21	920	932	1, 852
Ironton	do	8, 857	6-21	848	845	1, 693
Lima	do	7, 567	6-21	684	691	1, 375
Newark	do	9, 602	6-21	892	890	1, 782
Sandusky	do	15, 838	6-21	1, 109	1, 228	2, 337
Steubenville	do	12, 093	6-21	1, 019	1, 071	2, 090
Tiffin	do	7, 879	6-21	575	578	1, 153
Toledo	do	59, 143	6-21	3, 177	3, 496	6, 673
Portland	Oregon	17, 578	6-21	1, 354	1, 461	2, 815
Allegheny	Pennsylvania	78, 681	6-15	5, 169	5, 424	10, 593
Altoona	do	19, 716	6-21	1, 551	1, 685	3, 23

Cities practising coeducation of the sexes, 1882—Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Bradford.....	Pennsylvania.....	9, 197	6-21	605	630	1, 235
Chester.....	do.....	14, 996	6-21	1, 061	1, 156	2, 217
Danville.....	do.....	8, 346	6-21	709	825	1, 534
Erie.....	do.....	27, 730	6-21	1, 993	2, 007	4, 000
Lebanon.....	do.....	8, 778	6-21	648	759	1, 407
New Castle.....	do.....	8, 418	6-20	768	854	1, 622
Norristown.....	do.....	13, 063	6-21	919	918	1, 837
Pittsburgh.....	do.....	156, 381	6-21	10, 622	10, 970	21, 592
Pottsville.....	do.....	13, 253	6-21	1, 047	1, 042	2, 089
Scranton.....	do.....	45, 850	6-21	3, 035	4, 140	7, 175
Shenandoah.....	do.....	10, 148	6-21	626	1, 004	1, 630
Titusville.....	do.....	9, 046	6-16	696	761	1, 457
Williamsport.....	do.....	18, 934	6-21	987	1, 164	2, 151
Wilkes-Barre.....	do.....	23, 339	6-21	790	795	1, 585
Newport.....	Rhode Island.....	15, 693	5-	947	886	1, 833
Pawtucket.....	do.....	19, 030	5-21	1, 867	1, 757	3, 624
Providence.....	do.....	104, 852	5-	6, 507	6, 367	12, 874
Memphis.....	Tennessee.....	33, 593	6-21	1, 305	1, 665	2, 970
Nashville.....	do.....	43, 350	7-21	2, 495	2, 985	5, 480
Galveston.....	Texas.....	22, 248	6-18	1, 033	1, 142	2, 175
Houston.....	do.....	16, 513	8-18	657	807	1, 464
San Antonio.....	do.....	20, 561	6-18	895	995	1, 890
Burlington.....	Vermont.....	11, 364	5-20	500	490	990
Rutland.....	do.....	12, 149	5-20	482	388	870
Lynchburg.....	Virginia.....	15, 959	5-21	833	1, 011	1, 844
Norfolk.....	do.....	21, 966	5-21	620	584	1, 204
Richmond.....	do.....	63, 550	5-21	3, 020	4, 059	7, 079
Fond du Lac.....	Wisconsin.....	13, 091	4-20	800	836	1, 636
Janesville.....	do.....	9, 018	4-20	640	772	1, 412
La Crosse.....	do.....	14, 505	4-20	1, 008	1, 030	2, 038
Madison.....	do.....	10, 325	5-20	612	700	1, 312
Milwaukee.....	do.....	115, 578	4-20	7, 897	7, 603	15, 500
Racine.....	do.....	16, 031	4-20	1, 140	1, 161	2, 301

It is proper here to state that a few of the superintendents who have kindly supplied the statistics forming the two tables given have misunderstood the intention of this Office as to the wording of the third question in the circular of inquiry. These gentlemen have treated "enrolment of different scholars" as synonymous with "enumeration of school population," and in several instances have substituted "enumeration" for "enrolment" with their pens. These and a few other clerical errors have been corrected, so that the tables as published are believed to be correct summaries of the replies received as to the first five questions of the schedule from the 321 villages, towns, and cities mentioned. It is more convenient to treat the replies to the sixth, seventh, and eighth questions in another way.

REASONS FOR ADOPTING OR PREFERRING COEDUCATION.

The sixth question is obviously the most important of the three; the replies to it have, therefore, been carefully analyzed and grouped in such a way as to bring out clearly the reasons given and to evolve from these the arguments for coeducation as stated by the officials and school principals who are charged with the administrations of the graded systems in which it forms such a conspicuous part. Of course the men who have furnished these replies vary much in their mental characteristics, experience, points of view, and other circumstances. It is not strange, therefore, that some of them should have answered the question indefinitely or not at all, and that none of them should have included all the reasons that can be extracted from their replies when compared with one another.

REPLIES IN GENERAL TERMS.

Thirty-six of these gentlemen, then, answer indefinitely, or do not answer, the sixth question. A few of these answers are quoted here:

Syracuse, N. Y.: "It was thought to be the true way when the schools were organized."—EDWARD SMITH.

Central City, Colo.: "Common sense. I have been a teacher for more than 30 years. There is not a single tenable argument for separation of the sexes in education."—H. M. HALE.

Leviston, Me.: "All things considered, the coeducation of our school children is regarded as less objectionable than to have them educated otherwise."—ABNER J. PHIPPS.

Grand Rapids, Mich.: "The subject is never discussed among us. No objections have been advanced."—A. J. DANIELS.

Replies like the foregoing or less definite were sent from Birmingham, Ala.; Denver, Colo.; Alton, Galesburg, and Geneseo, Ill.; Marshalltown, Iowa; Woburn, Mass.; Algonac and Grand Haven, Mich.; Glasgow, Mo.; Green Island, Port Jervis, and Schenectady, N. Y.; Lebanon and Wilkes-Barre, Pa.; and Burlington, Vt. No replies to the question were made by Bloomfield, Iowa; St. Paul, Minn.; St. Louis, Mo.; Kingston, N. H.; Elizabeth, N. J.; Buffalo, Norwich, and Whitehall, N. Y.; Cincinnati, Wooster, and Xenia, Ohio; Danville and Shenandoah, Pa.; Exeter and Newport, R. I.; and Madison, Wis.

Thirty-two of these thirty-six towns and cities answer the seventh question substantially as Bloomfield, Iowa, does, viz, that "the practice is as old as the school system." Buffalo and Whitehall, N. Y., and Exeter, R. I., do not reply. Thirty of the thirty-six answer, substantially, that no change is looked for, in reply to the eighth question, Geneseo, Ill., Green Island and Buffalo, N. Y., Shenandoah, Pa., and Exeter, R. I., not answering. The following sentence closes the reply from Glasgow, Mo.:

Our schools are doing very well, but I think coeducation of the sexes is not best for our public schools.—G. W. JONES.

FORMULATION OF THE OTHER REPLIES.

The answers of the other cities and towns that practice coeducation throughout their public school course give one reason or more for their practice. These, when analyzed and arranged in an orderly way, can be formulated as follows. Coeducation of the sexes is preferred, because it is—

- (1) NATURAL, following the ordinary structure of the family and of society;
- (2) CUSTOMARY, being in harmony with the habits and sentiments of every-day life and the laws of the State;
- (3) IMPARTIAL, affording one sex the same opportunity for culture that the other enjoys;
- (4) ECONOMICAL, using the school funds to the best advantage;
- (5) CONVENIENT, both to superintendent and teachers, in assigning, grading, teaching, and discipline; and
- (6) BENEFICIAL to the minds, morals, habits, and development of the pupils.

COEDUCATION THE NATURAL METHOD.

Twenty-five cities prefer and practise coeducation for the first of these reasons:

New Britain, Conn.: "It is the natural arrangement that boys and girls should be together in school as they are in the family."—HENRY E. SAWYER.

Pittsburgh, Pa.: "It is natural; we find boys and girls together in families and we infer that their Creator favors their coeducation."—GEORGE J. LUCKEY.

Pawtucket, R. I.: "We are created male and female; all the impulses and activities of nature enforce coexistence; if we must live together, we must be educated to that end; to educate separately is an attempt to change the natural order of human economy."—ANDREW JENCKS.

Cambridge, Mass.: "Probably it was thought that God's plan in instituting the human family was a good one to follow."—FRANCIS COGSWELL.

Replies like the foregoing were received from Meriden, Conn.; Greencastle, Ind.; Holton, Kans.; Chelsea, Lowell, Newton, and Worcester, Mass.; Bay City, East Saginaw, Paw Paw, and Ypsilanti, Mich.; Minneapolis, Minn.; Nashua, N. H.; Phillipsburg, N. J.; Lockport and Rochester, N. Y.; Akron, Chillicothe, and Toledo, Ohio; Chester and Erie, Pa. The seventh question is answered by all substantially as by those previously mentioned. Lowell, Mass., and Paw Paw, Mich., do not answer the eighth question; the rest say that "no change" is the proper reply. The following is the last phrase of the return from Erie, Pa.:

In higher studies more girls than boys excel, though the very best students are more likely to come from the male side.—H. S. JONES.

COEDUCATION THE CUSTOMARY OR LEGAL METHOD.

Forty five answers are to the general effect that coeducation is the customary and legal method in the community. The following are quoted as examples:

South Bend, Ind.: "We never knew any other way; it grew up naturally as the city schools developed from the township schools."—JAMES DU SHANE.

Chicopee, Mass.: "Our schools have always been mixed."—J. T. CLARKE.

Virginia City, Nev.: "It is the law of the State."—W. W. BOOHER.

Milwaukee, Wis.: "All our schools are mixed; the question has never been raised here."—JAS. MACALLISTER.

In like manner answer Danbury and Waterbury, Conn.; Altamont, Aurora, Decatur, Elgin, and Rock Island, Ill.; Clinton, Marion, Mason City, and Newton, Iowa; Beloit, Olathe, and Ottawa, Kans.; Brookline, Fitchburg, Milford, Pittsfield, Somerville, and Weymouth, Mass.; Kalamazoo, Middleville, Negaunee, and Saginaw, Mich.; Cannon Falls, Minn.; Lincoln, Nebr.; Binghamton, Jamestown, Rome, and Watertown, N. Y.; Portland, Oreg.; Oil City, Titusville, and Williamsport, Pa.; Smithfield, R. I.; Alma, Hudson, Janesville, and Racine, Wis.

The authorities of the 43 places just named answer the seventh and eighth inquiries in the same way as the groups previously considered. The two following adduce custom as the principal reason for coeducation like the others, and report that it has existed from the first organization of their affairs; they answer the eighth question as follows:

Manchester, N. H.: "The question of separating the sexes above the primary grades has been discussed recently by a member of the committee, but no action has been taken as yet to effect any change."—WM. E. BUCK.

Traverse City, Mich.: "As our schools grow and we have to subdivide our grades, we may, as a matter of experiment and convenience, assign the boys to one teacher and the girls to another."—S. G. BURKHEAD.

COEDUCATION AN IMPARTIAL METHOD.

Only five answers to the sixth question give justice to both sexes as the reason for coeducation:

Fond du Lac, Wis.: "There is no appreciable difference in the mental capacity of boys and girls during public school life."—C. A. HUTCHINS.

The other replies classified under this head were from San Francisco, Cal.; Humboldt, Kans.; Hanover and Lapeer, Mich.

COEDUCATION THE MOST ECONOMICAL WAY.

Houghton, Mich.: "Economy is the chief reason. To obtain the same excellence in grading and instruction would require a much larger teaching force were the sexes separated."—H. B. SLAUSON.

Memphis, Tenn.: "The high school and seventh year grades were 'separate' prior to 1874; since then coeducation has been the rule in all grades, because less expensive."—CHARLES H. COLLIER.

Galveston, Tex.: "Lack of means to provide teachers and accommodations for separate instruction." (7) "Since October, 1881." (8) "No change thought of at present; coeducation works well, and has an elevating and refining influence on both sexes, with better results."—H. B. GWYNN.

Similar answers were made by La Fayette, Ind.; Wayne and West Bay City, Mich.; and Beatrice, Nebr.

COEDUCATION A CONVENIENT METHOD.

Detroit, Mich.: "Separation of the sexes greatly complicates the grading of a school, especially when the number of each sex in a grade is not large enough to form two full classes."—J. M. B. SILL.

Rahway, N. J.: "Convenience in grading and facility in discipline."—JOHN H. SHOTWELL.

Los Angeles and Sacramento, Cal.; Key West, Fla.; Lynn, Mass.; and Norfolk, Va., sent similar replies.

COEDUCATION BENEFICIAL TO THE PUPILS OF BOTH SEXES.

Fifty cities specify the beneficial results of coeducation as their reason for preferring it. Among these are the following:

Little Rock, Ark.: "It is mutually beneficial; it cultivates a respect and esteem in each sex for the other which is necessary in later years."—J. M. FISH.

Ottawa, Ill.: "Both sexes need the same training; as growth proceeds, each sex has a good influence on the other. Under proper control, neither sex demoralizes the other. In the past ten years I have not heard a syllable about separating the sexes in school except at the convent; the Sisters find it difficult to control bad boys, and they soon will have men in charge of the parish school for boys."—D. R. A. THORP.

Shenandoah, Iowa: "Meeting each other daily and working together promote a healthy and generous rivalry in studies, while improving the manners: boys become more gentlemanly and girls more lady-like."—C. H. GURNEY.

Independence, Kans.: "It affords a sort of culture that is not acquired when the sexes are educated separately."—C. W. CONWAY.

Lexington, Ky.: "It refines the boys and gives confidence and self-reliance to the girls; excites emulation; and has resulted in good, so far as we know."—JNO. O. HODGES, Jr.¹

Fremont, Nebr.: "The result is a more harmonious development of both sexes."—A. E. CLARENDON.

Little Falls, N. Y.: "Better results can be attained; the influence of each sex upon the other is healthful."—C. T. BARNES.

Wilmington, N. C.: "Better results can be secured with coeducation than could be without it."—M. C. S. NOBLE.

Mineola, Tex.: "It is regarded as conducive to the highest order of development."—W. M. CROW.

Rutland, Vt.: "Association of the pupils as they grow up is thought to be better, intellectually and morally, than separation."—J. J. R. RANDALL.

Similar answers were received from Bridgeport, Conn.; Amboy, Paris, Princeton, Rockford, and Sparta, Ill.; Richmond, Ind.; Burlington, Fort Madison, and Independence, Iowa; Atchison, Leavenworth, and Wichita, Kans.; Rockland, Me.; Malden and Springfield, Mass.; Douglas, Flint, and Flushing, Mich.; Blue Earth City and Waseca, Minn.; St. Joseph, Mo.; Nebraska City, Nebr.; Portsmouth, N. H.; Salem, N. J.; Albany, Kingston, Poughkeepsie, Saratoga Springs, and Utica, N. Y.; Columbus, Fremont, Gallipolis, Mount Vernon, Piqua, and Tiffin, Ohio; New Castle and Scranton, Pa.; Johnston, R. I.; and Black River Falls, Wis.

Bearing in mind, then, that coeducation has been adopted or is preferred by twenty-five places because it is "natural," forty-five places because it is "customary," five places because it is "impartial," seven

¹ This gentleman, in another part of his letter, says: "I graduated at Centre College in 1855, where President Young's four daughters were the first women in the State to attend a college for men. There are no better or more successful women than these in this State to-day. From that time to the present I have made this matter a study, and do not hesitate to say that the results of coeducation, so far as I have been able to see them, are good and only good."

places because it is "economical," seven places because it is "convenient," and fifty places because it is "beneficial," let us examine the replies that contain two or more of these reasons.

ECONOMY AND BENEFIT OF COEDUCATION.

Twenty-two towns and cities prefer coeducation as both economical and beneficial, as, for example:

Pontiac, Mich.: "The economic good of the community and the moral good of the pupils."—FERRIS S. FITCH.

Stockton, Cal.: "Less expensive, and a means of refinement and restraint."—S. P. CRAWFORD.

Salina, Kans.: "(1) We could not grade our school in any other way, on account of expense. (2) It is better for both sexes, because it restrains the boys and incites the girls to study."—T. D. FITZPATRICK.

Auburn, Me.: "(1) Economy of room; with a scattered population it would be impossible to sustain schools enough, most of them necessarily small, for separate instruction. (2) It is our belief that co education is the best for both sexes."—G. T. FLETCHER.

Lake City, Minn.: "It is more economical; and better results in school are attained without any moral or physical detriment."—WILLIAM MOORE.

Like replies, in substance, were received from Oakland, Cal.; Mattoon, Morrison, and Quincy, Ill.; Princeton and Rushville, Ind.; Marengo, Iowa; Topeka, Kans.; Taunton, Mass.; Goodrich, Mich.; Montevideo, Minn.; Marshall, Sedalia, and Springfield, Mo.; Lancaster, Ohio; North East, Pa.; and Houston, Tex.

CONVENIENCE AND BENEFIT OF COEDUCATION.

The convenience and beneficial character of coeducation are asserted by the superintendents of Golden, Colo.; Norwich, Conn.; Peru, Ill.; Union City, Ind.; Davenport and Lemars, Iowa; Adrian and Eaton Rapids, Mich.; Hudson, N. Y.; Circleville, Newark, and Washington Court House, Ohio; Altoona and Norristown, Pa.; and by the following:

Joliet, Ill.: "Convenience; the influence of each sex upon the other. We have had coeducation forty years. I do not know that any change is in view, but I am convinced by twenty years' experience in public schools that from 9 to 14 years of age, inclusive, boys and girls should be educated separately; before and after that time of life I favor coeducation."—D. H. DARLING.

Morristown, N. J.: "We see no good reason why the sexes should be separated in educational pursuits more than in others. The present arrangement is much more satisfactory than the former one of separating the sexes. We secure better discipline and better work. Coeducation has been used for ten years. We see no reason for change."—W. L. R. HAVEN.

Ithaca, N. Y.: "For the sake of better grading and because it is believed to have a good influence on both sexes."—L. C. FOSTER.

Pottsville, Pa.: "It is much more convenient to grade the schools; both sexes do better work and behave better."—B. F. PATTERSON.

San Antonio, Tex.: "Because it affects favorably the gradation, discipline, and morals."—W. C. ROTHE.

Mr. Darling's personal opinion as to the advisability of separate training between the ages of nine and fifteen is in singular contrast to the emphatic opinion of Mr. Haven and to the following addendum taken from another of these nineteen replies: "We never intercept a 'smutty' note in mixed schools; in girls' schools we used to do so."

ECONOMY AND CONVENIENCE OF COEDUCATION.

Eighteen replies are to the effect that coeducation is preferred because it is economical and convenient.

Columbus, Ga.: "It is cheaper and makes a better gradation."—GEORGE M. DEWS.

Marietta, Ohio: "Economy and convenience of the pupils."—C. K. WELLS.

Union City, Tenn.: "No other practice is convenient. It would cost too much to teach the sexes separately."—T. C. KARNS.

Richmond, Va.: "It is thought to be the most economical and convenient plan."—E. M. GARNETT.

The other replies were received from Greenwich, Conn.; Mishawaka, New Albany, Rising Sun, and Vincennes, Ind.; Dubuque, Iowa; Newark, N. J.; Hornellsville, N. Y.; Sandusky, Ohio; Barrington, R. I.; Huntingdon, Tenn.; Corsicana, Tex.; Lynchburg and Staunton, Va.

NATURAL CHARACTER AND BENEFICIAL EFFECT OF COEDUCATION.

Twelve replies assert that coeducation is the natural method of teaching the young and that its effects are good:

Fort Wayne, Ind.: "It seems to us most natural; it produces good effects upon the conduct of both boys and girls and acts as a healthy incentive to good work."—JOHN S. IRWIN.

Portland, Me.: "It is nature's 'family' plan. We find it to be altogether the better way to secure effective study, good order, and good morals. Coeducation has been practised partially for a long time, wholly for five years past. No change proposed."—THOMAS TASH.

Allegheny City, Pa.: "It is the natural plan. The boys are not separated from their sisters in home work and amusements and there is no good reason why they should be separated at school. We have had boys and girls reciting together in school for more than twenty years; before my knowledge of the schools I am told that in some the sexes were taught separately, but now in all they study, recite, and play together, and we have not discovered any bad results from the plan."—JOHN MORROW.

The nine other replies of similar import were received from Ottumwa, Iowa; Gloucester and Marlborough, Mass.; Mason and Muskegon, Mich.; Boonville, Mo.; Long Island City, N. Y.; Ashtabula, Ohio; and Watsonstown, Pa.

COEDUCATION ECONOMICAL AND CUSTOMARY.

Edwardsville, Ill.: "Economy and custom."—ISAAC H. BROWN.

So answer Sandwich, Ill.; Franklin, Ind.; Sedan, Kans.; La Crosse and New Holstein, Wis. The reply from Hamilton, Ohio, gives the same reasons, and concludes as follows:

"No change has been mentioned in the school board. I am in favor of teaching domestic economy to girls and political economy to boys, and I would separate the sexes in the intermediate grades (for this purpose and for physiological and other reasons)."—L. D. BROWN.

COEDUCATION CUSTOMARY AND BENEFICIAL.

Providence, R. I.: "The practice was deemed the best by experienced educators, and is entirely satisfactory. It was adopted more than forty years ago. No change is proposed."—DANIEL LEACH.

Attica, Ind.; McGregor, Iowa; Abilene, Kans.; Rochester, Minn.; Ironton and Lima, Ohio, concur.

ECONOMY, CONVENIENCE, AND BENEFITS OF COEDUCATION.

Fifteen towns and cities prefer coeducation to separation, as more economical, convenient, and beneficial.

Parkersburg, W. Va.: "Economy, convenience, and ease of discipline; emulation and mutual good influence of the sexes in every phase of school work."—A. L. PURINGTON.

The substance of this reply is repeated in other words by Seymour, Ind.; Des Moines, Iowa; Newport, Ky.; Allegan and East Tawas, Mich.; Stillwater and Winona, Minn.; Louisiana, Mo.; Auburn and Carthage, N. Y.; Dayton, Ohio; Westerly, R. I.; Nashville, Tenn.; and Navasota, Tex.

COEDUCATION NATURAL, CHEAP, AND BENEFICIAL.

Jersey City, N. J.: "It is natural and economical; it is favorable to morality, good manners, progress in studies, true manliness, and true womanhood."—WM. L. DICKINSON.

Similar reasons are given by Rochelle, Ill.; Logansport, Ind.; Omaha, Nebr.; Greensborough, N. C.; Brenham and Bryan, Tex.

IT IS CUSTOMARY, CHEAP, CONVENIENT, AND BENEFICIAL.

Newburgh, N. Y.: "It has been the practice since the schools were organized; motives of economy and convenience; and a belief that at least as good results can be obtained."—R. V. K. MONTFORT.

Lawrence, Kans.; Ann Arbor, Mich.; Duluth, Minn.; and Towanda, Pa., reply in like manner.

IT IS CUSTOMARY, ECONOMICAL, AND BENEFICIAL.

Troy, N. Y.: "It has been the practice from the earliest period of our schools; is most economical; seems entirely unobjectionable."—DAVID BEATTIE.

So answer Wyandotte, Mich.; Belvidere, Ill.; Appleton, Minn.; and Orleans, Ind.

IT IS NATURAL, CONVENIENT, AND BENEFICIAL.

Chicago, Ill.: "Society includes both sexes. Discipline is easier, scholarship is better, and the sexes exercise a healthful influence over each other morally."—GEORGE HOWLAND.

In like manner are the answers from Danville, Ill.; Washington, Ind.; Oskaloosa, Iowa; and Sing Sing, N. Y.

WHY SOME OTHER PLACES PREFER COEDUCATION.

Indianapolis, Ind., North Providence, R. I., and Palestine, Tex., prefer it as *customary, economical, and convenient*; Paterson, N. J., and Steubenville, Ohio, as *natural, economical, convenient, and beneficial*; Freeport, Ill., and Northfield, Minn., as being *natural, impartial, cheap, and beneficial*; Brighton, Mich., and Durant, Iowa, as *impartial, cheap, and beneficial*; Kinmundy, Ill., and Cannelton, Ind., because it seems *natural, customary, and economical*; Knoxville, Iowa, and Menomonee, Wis., as being *natural and lawful*; Council Bluffs, Iowa, and Defiance, Ohio, as *customary, convenient, and beneficial*; Spencer, Ind., and Keokuk, Iowa, prefer it as being *impartial and economical*; Elmira, N. Y., as *customary and convenient*; Urbana, Ill., as *customary, impartial, and beneficial*; Bradford, Pa., as *customary, convenient, and beneficial*; Crawfordsville, Ind., as *natural, impartial, and beneficial*; Ludington, Mich., as *customary, impartial, and economical*; and Springfield, Ill., as *natural, impartial, convenient, and beneficial*. The most comprehensive answer of the series is that from Terre Haute, Ind.:

"Boys and girls play together and work together both before going to school and after leaving school. Coeducation has always been practised here. It is less expensive. Pupils can be accommodated with schools nearer their homes. They are more easily controlled by the teacher. They have a good influence on each other."—WM. H. WILEY.

Mr. W. W. Jamieson, of Keokuk, Iowa, while reporting for his city as he believes to be true, personally prefers "that from the beginning of the fourth grade the sexes should be separated."

The 146 towns and cities that give two or more reasons for preferring and practising coeducation may be said to divide their opinions as follows: 34 because it is "natural," 36 because it is "customary," 9 because it is "impartial," 94 because it is "economical," 71 because it is "convenient," and 108 because it is "beneficial." Combining these opinions with those of the 139 towns and cities that gave only one reason, we may see that, of 285 cities and towns practising coeducation, 158 favor it as "beneficial," 101 as "economical," 81 as "customary," 78 as "convenient," 59 as "natural," and 14 as "impartial."

TOWNS AND CITIES NOT PRACTISING COEDUCATION.

Nineteen cities and towns reported that they practised partial or entire separation of the sexes in their public schools. The following tables give statistical items as to the population, school age, enrolment, and the age and number of pupils coeducated in these places, so far as reported to the Bureau of Education:

Towns and cities practising partial or entire separation of the sexes in their public schools, 1882-'83.

Place.	State.	Popu- lation, 1880.	School age.	Enrolled October, 1882.		
				Male.	Female.	Total.
Mobile.....	Alabama.....	29,132	6-21	1,392	1,547	2,939
Wilmington.....	Delaware.....	42,499	6-21			6,239
Macon.....	Georgia.....	12,749	6-18	722	743	1,465
Belleville.....	Illinois.....	10,683	6-21	1,047	866	2,013
New Orleans.....	Louisiana.....	216,140	6-18	8,413	9,269	17,682
Baltimore.....	Maryland.....	332,190	6-21	17,173	17,517	34,690
Marblehead.....	Massachusetts.....	7,467	6-16	575	611	1,186
Newburyport.....	do.....	13,538	5-17	1,100	1,200	2,300
Vicksburg.....	Mississippi.....	11,814	5-21	350	600	950
New Brunswick.....	New Jersey.....	17,166	5-18	1,074	1,002	2,076
Brooklyn.....	New York.....	566,689	5-21	31,958	32,675	64,633
Allentown.....	Pennsylvania.....	18,063	6-21	1,594	1,484	3,078
Easton.....	do.....	11,924	6-21	971	1,077	2,048
Harrisburg.....	do.....	30,762	6-21	2,456	2,656	5,112
York.....	do.....	13,940	6-21	1,136	1,065	2,201
Charleston.....	South Carolina.....	49,999	6-16	1,429	1,849	3,278
Knoxville.....	Tennessee.....	9,693	6-21	904	1,104	2,008
Austin.....	Texas.....	10,960	7-21	478	590	1,068
Alexandria.....	Virginia.....	13,659	5-21			1,100

*Estimated.

Place.	State.	Between ages of—	Coeducation practised.		
			Number of pupils coeducated.		
			Male.	Female.	Total.
Mobile.....	Alabama.....	6-9	322	313	635
Wilmington.....	Delaware.....	6-12			4,907
Macon.....	Georgia.....	6-13	656	649	1,305
Belleville.....	Illinois.....	6-13	1,020	932	1,952
New Orleans.....	Louisiana.....	6-14	1,159	1,280	2,439
Baltimore.....	Maryland.....	6-13	2,708	2,229	4,937
Marblehead.....	Massachusetts.....	6-8, 14-16	268	290	558
Newburyport.....	do.....	5-17	286	291	527
Vicksburg.....	Mississippi.....	5-21	259	409	668
New Brunswick.....	New Jersey.....	5-10, 13-18	196	216	412
Brooklyn.....	New York.....		3,891	4,518	8,409
Allentown.....	Pennsylvania.....		15	38	53
Easton.....	do.....	6-10	868	401	769
Harrisburg.....	do.....	6-14	872	903	1,775
York.....	do.....	14-18	153	150	303
Charleston.....	South Carolina.....	6-11, 6-16	1,047	1,201	2,248
Knoxville.....	Tennessee.....	10-12	565	609	1,174
Austin.....	Texas.....				
Alexandria.....	Virginia.....				

REASONS AGAINST COEDUCATION.

Twelve of the nineteen towns and cities under consideration appear to have a decided aversion to coeducation. Their replies to the sixth, seventh, and eighth questions follow their names:

Mobile, Ala.: "(6) Necessity, from want of means to erect buildings for each sex in all cases. (7) Thirty years. (8) All schools eventually will be separated into male and female departments, because the plan is conservative. I have often changed my mind on this subject, but long experience has taught me that separation is the safer plan of education, especially in cities."—E. R. DICKSON.

Wilmington, Del.: "(6) The opinion held by a very large majority of our people that it is better that the sexes should be separate after the age of twelve. (7) More than fifteen years. (8) No change. Two years ago coeducation in the grammar and high schools was urged by some members of the school board, but the opposition to it was found to be quite general."—DAVID W. HARLAN.

Bellerive, Ill.: "(6) Better discipline; proper attention can be paid to the physical requirements of girls at the critical period—maturity. (8) No change at present; as soon as possible, the practice will be extended to the twelfth year."—HENRY RAAB.

New Orleans, La.: "(6) Our 'mixed' schools are nearly all ungraded, and are found in outlying districts, depending also upon size of building, number of pupils, and convenience of parents. Separate schools for each sex are preferred when means will allow. (7) Thirty years to a limited extent. (8) No change."—WM. O. ROGERS.

Baltimore, Md.: "(6) The schools formerly called English-German schools are attended by pupils of both sexes. This is not the case in any other school, unless, as in these, there is not a sufficient number of pupils to organize male and female departments. (7) Since the organization of the schools. I am not aware of any proposed change. I think popular sentiment here is in favor, decidedly, of separate schools for the sexes."—HENRY A. WISE.

Vicksburg, Miss.: "(6) In the schools for whites, except the primaries, the sexes have been separated in accordance with public sentiment. In the colored schools the sexes are educated together and the experiment is working well. (8) No change."—H. T. MASON.

Brooklyn, N. Y.: "(6) The rule is separation of the sexes, unless the exigencies of the school require a different course. The reason is that teachers capable of instructing girls often fail in managing boys, and vice versa. (8) The only change in view is one in the direction of a more complete separation of the sexes for the reason given above."—C. PATTERSON.

Allentown, Pa.: "(6) Coeducation here is a temporary necessity for 53 pupils. We never had it in the public schools of this city, and, probably for that reason only, the sentiment of the community is strongly opposed to it. (8) No change."—L. B. LANDIS.

Easton, Pa.: "(6) Convenience and economy are the only apparent reasons. (7) Thirty-two years. (8) The question of 'change' in this respect has not been discussed as yet, although I have decided convictions relative thereto."—WM. W. COTTINGHAM.

York, Pa.: "(6) Special objections to coeducation held by a majority of the school board. (7) During the past year. (8) The tendency is to entire separation of the sexes. This will change more or less from year to year as the board changes."—W. H. SHELLEY.

Charleston, S. C.: "(6) Custom, economy, convenience. The custom has prevailed here for years. It is found more convenient for management. Up to the present, the primary and intermediate schools for whites have been 'mixed'; the latter are now separate. We have now, in each white school, a girls' grammar and a boys' grammar

department. The colored schools are all mixed. (7) For whites, recently; for colored children, for several years."—WILLIAM SIMONS.

Alexandria, Va.: "There is not, and there never has been, coeducation of the sexes in the public schools here."—WM. F. CARNE.

SOME Milder COMMENTS.

The seven replies remaining for consideration show a less decided attitude or indicate practical reasons for only partial separation. They are as follows :

Macon, Ga.: "(6) Such was the custom in vogue when public schools were introduced; it was considered economical, and the schools are more efficient; it secures a separate teacher for every class. (7) Coeducation has existed to some extent since the beginning of the town; it became more general in 1872, when the public school system was adopted. (8) No change. The plan has worked with entire satisfaction in the primary and grammar schools; its immediate effect is to secure better (kinder) treatment for boys, and affords girls a protection against undue stimulation; the boys cannot keep up if the girls are required to do their best."—B. M. ZETTLER.

Murblehead, Mass.: "(6) There is no evidence on this point; the plan for the grammar schools, male and female, was adopted before the Revolutionary War; about 1665 the boys' grammar school was established and a girls' grammar school about 1765. Our schools are graded on a standard of qualification, not of age; in the primary grades we have coeducation; in grammar schools, separation; and in the high school (established 1835), coeducation, on the score of economy, there being only 73 pupils in attendance on it, most of whom are over fifteen years old."—N. P. SANBORN.

Newburyport, Mass.: "(7) Ten years. We have but three schools for both sexes: a high school, one grammar school, and one primary school. (8) No change."—J. A. MERRILL.

New Brunswick, N. J.: "(6) We have coeducation in some primary schools for convenience of grading, and in the high school on account of convenience in grading, economy, and better results. In most of the primary and grammar schools the sexes are separate, because the buildings, yards, &c., were arranged with that purpose. (8) No change is proposed. I do not think any objection would be made to coeducation provided our buildings were suitably constructed."—HENRY B. PIERCE.

Harrisburg, Pa.: "(6) Convenience, to secure better grading in suburbs, to locate pupils near their homes; economy, in reducing the number of schools. (7) To some extent, for thirty years. (8) A few mixed schools are opened yearly; more are proposed, partly as convenience, partly for economy, by limiting the number of schools, and partly for the mutual restraint and beneficial effects that the sexes exert on each other."—L. O. FOOSE.

Knoxville, Tenn.: "(6) Because our grades are so arranged that all the girls from 12 to 18 can be best taught by themselves. (7) Two years. (8) No change."—ALBERT RUTH.

Austin, Tex.: "(6) In primary and grammar schools coeducation is practised; the mutual influence of the sexes during this period is found valuable. In the high school the sexes prepare their lessons separately. (7) One year. (8) No change."—J. B. WINN.

CONCLUDING REMARKS.

The mass of new material is now before the reader as compactly and systematically arranged as the importance of the subject and the ability of the editor would permit. It only remains to remind the reader that

both the general instruction of girls and the common employment of women as public school teachers depend, to a very great degree, on the prevalence of coeducation, and that a general discontinuance of it would entail either much increased expense for additional buildings and teachers or a withdrawal of educational privileges from the future women and mothers of the nation.

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